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ABSTRACT

This book is the second in a series designed to provide families and teachers with practical strategies for meeting the diverse needs of all students in the inclusive general education classroom. The book offers a process for responding to three basic premises about effective curriculum and instruction: it is grounded in the general education curriculum, it is delivered to the maximum extent possible in the general education classroom, and it is varied and tailored to the unique needs of each student. The eight sections are (1) "Foreword;" (2) "How to Teach What and What to Teach How;" (3) "Wise Practices in Curriculum and Instruction;" (4) "Where to Begin;" (5) "Essential Features in Creating Inclusive Curriculum;" (6) "Tools for Tailoring Individual Supports: Support Strategies" (Personal Supports, Curriculum Accommodations and Modifications, and Instructional and Assistive Technology) and Planning Documents (Infused Skills Grid and Student Profile); (7) "Real Students, Real Lessons" (Infused Skills Grid Example and Student Profile Example); "Academic Unit Lesson Plans" (Lesson Plans for Math, English, Biology, and World Geography); and "More Accommodations and Modifications for Diverse Needs Students;" and (8) "Concluding Thoughts." An appendix presents an Infused Student Grid, Student Profile, and Academic Unit Lesson Plan. (SM)

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DECIDING WHAT TO TEACH AND HOW TO TEACH IT:

Connecting Students Through Curriculum and Instruction

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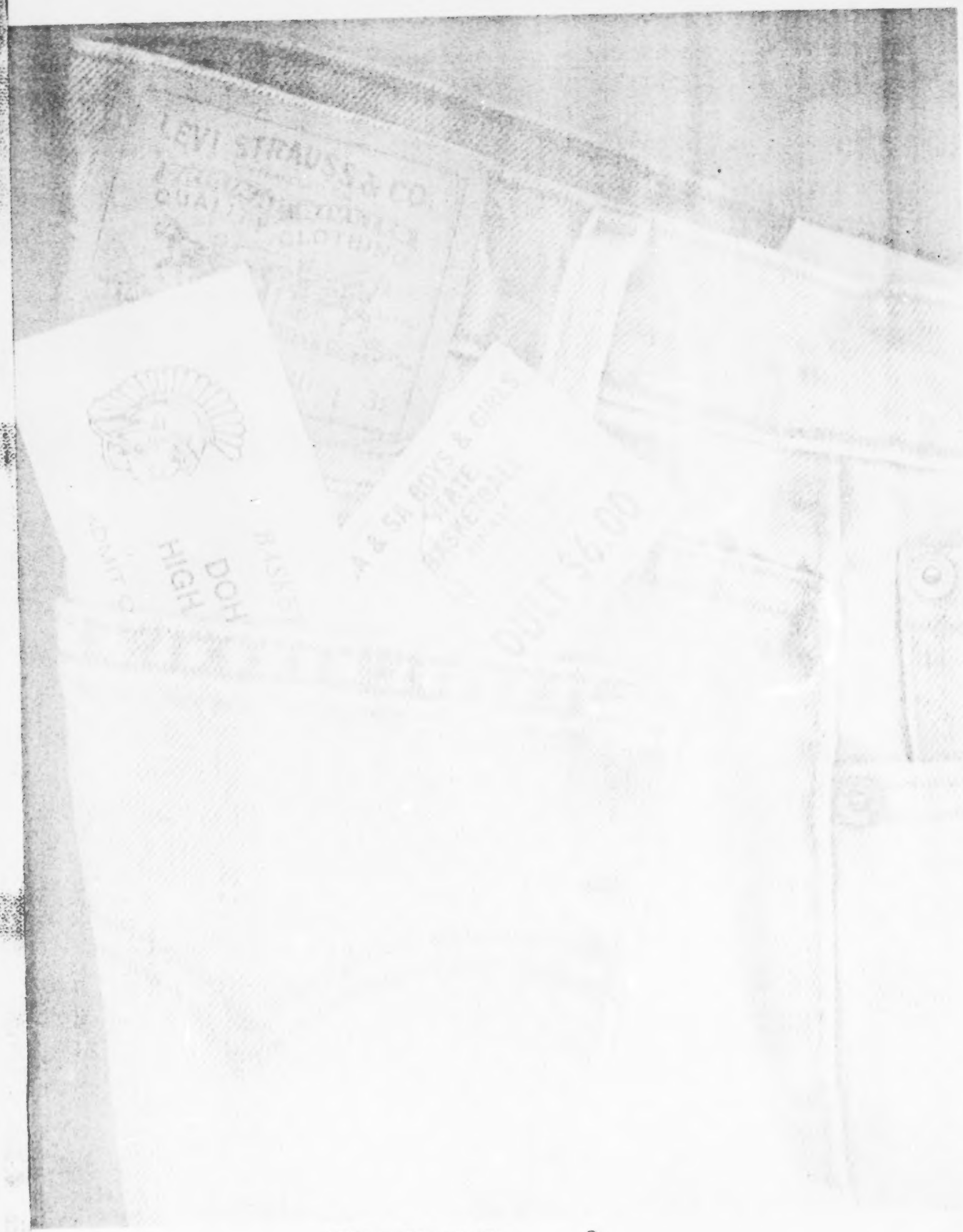

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DECIDING WHAT TO TEACH AND HOW TO TEACH IT: CONNECTING STUDENTS THROUGH CURRICULUM AND INSTRUCTION

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DESCRIPTION OF THIS BOOK

Deciding What to Teach and How to Teach It: Connecting Students Through Curriculum and Instruction is the second in a series of books edited by Barbara Buswell, Alison Seyler, and Beth Schaffner that expands the earlier work of PEAK Parent Center. The Connecting Students Series provides families and professionals practical strategies for meeting the diverse needs of our student population.

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Acknowledgments

The strategies in this book have been collected over many years of teaching students with and without disabilities. We have borrowed and shared ideas with so many people! This book is a synthesis of our best thinking about supports and services for students with disabilities. Although this book has contributors too many to name, any errors of omission are our own. We sincerely appreciate all the teachers, parents, students, and friends who have thought through these strategies with us.

This book would not have been completed without the encouragement and support of Barbara Buswell, Alison Seyler, and Beth Schaffner from PEAK Parent Center and Dr. Ian Pumpian from San Diego State University, Interwork Institute. Their vision of an inclusive community served as a powerful motivator in our work. Particular thanks is due to Eileen Bagg-Rizzo, Chris Callaway, Lisa Drake, and Jason Lee, the general education teachers who wrote the units included in this book. Support for this publication was provided, in part, by the U.S. Department of Education, Grant #HV086V40007, and Dr. Anne Smith. However, the contents do not necessarily represent the policy or position of the U.S. Department of Education. Support for this publication was also provided, in part, by a grant from the Hunt Alternatives Foundation in Denver, Colorado.

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FOREWORD

Contributed by Virginia Roach, EdD.
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Curriculum and Instruction Make Critical Connections

Many of the principles that underlie school reform and restructuring are also principles that underlie inclusive education. Both fields of general and special education have come to focus attention on curriculum and instruction as pivotal aspects of enhancing student achievement. The capstone of this new understanding in special education is the 1997 amendments to the Individuals with Disabilities Education Act (formerly the Education for All Handicapped Children Act). The amendments are designed to support students with disabilities in the standards-based reform efforts of most states and local districts and to align with Goals 2000 and the Improving America's Schools Act. They are based on the premise that effective instruction is: (1) grounded in the general education curriculum, (2) delivered, to the maximum extent possible, in the general education classroom, and (3) varied and tailored to the unique needs of each student.

This book, Deciding What to Teach and How to Teach It: Connecting Students Through Curriculum and Instruction, provides teachers and family members a process for responding to these three basic premises about curriculum and instruction. The authors have extensive experience with inclusive education and school reform and, in this volume, provide us with a clear understanding of relationships that can be developed between general education and special education. Inclusive education can no longer be seen as a special education initiative that requires new dollars. Instead, it must be seen as an integral component in whole school change for the benefit of all students. This book provides many practical ideas to create more inclusive schools. The procedures outlined in this book are good for all students, and I welcome this addition to our professional library!

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TABLE OF CONTENTS

		Page
I.	Foreword	6
II.	How to Teach What and What to Teach How	9
III.	Wise Practices in Curriculum and Instruction	11
IV.	Where to Begin	14
V.	Essential Features in Creating Inclusive Curriculum	15
VI.	Tools for Tailoring Individual Supports	18
	Support Strategies	19
	Personal Supports	19
	Curriculum Accommodations and Modifications	20
	Instructional and Assistive Technology	22
	Planning Documents	23
	Infused Skills Grid	23
	Student Profile	24
VII.	Real Students. Real Lessons	26
	Infused Skills Grid Example	28
	Student Profile Example	29
	Academic Unit Lesson Plans	30
	Academic Unit Lesson Plan for Math	30
	Academic Unit Lesson Plan for English	31
	Academic Unit Lesson Plan for Biology	32
	Academic Unit Lesson Plan for World Geography	33
	More Accommodations & Modifications for Diverse Student Needs	34 & 35
VIII.	Concluding Thoughts	36
IX.	Appendix	
	Infused Skills Grid	39
	Student Profile	41
	Academic Unit Lesson Plan	43

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HOW TO TEACH WHAT AND WHAT TO TEACH HOW?

"What to teach and how to teach it" - a simple notion, yet one with so many complexities. New teachers are often overwhelmed with the responsibilities that they face in following school, district, and state guidelines. Added to the many reform and restructuring initiatives, deciding what to teach and how to teach it has become a very important conversation. Veteran teachers, who may or may not have been involved in pioneering new reforms, may also feel overwhelmed with the expectations, both internal and external. Regardless of their status, all teachers, while guided by standards and curriculum content, have a great deal of latitude in how they decide to present information, assign projects, and create a learning community in their classrooms. Whether they are teaching ninth grade English or twelfth grade American government, teachers must make decisions daily, sometimes hourly, on how they can best reach students and help students demonstrate what they've learned.

Special educators often have even more freedom in deciding what to teach and how to teach it. And not all special educators agree on the content of the curriculum or the methods of instruction. Many have been trained in environments where students with disabilities are not included with their peers, and where the focus has been on teaching "functional" skills, rather than academic skills. Few, until recently, were taught how to infuse these functional skills within academic classes -- building on the best of both approaches. An inclusive education offers students with disabilities the opportunity to apply functional skills in the general education classroom, while also accessing the curriculum standards alongside their peers. Inclusion is typically thought of as the placement of students with disabilities in their neighborhood schools in general education classrooms with peers their own age. Caution must be taken to provide appropriate supports and services in these classrooms for students to be included versus being "dumped." Disabilities and needs don't disappear when students are enrolled in classes with their peers; in fact, it can be more difficult to design all the supports and accommodations necessary for successful inclusion. We owe it to all students to try.

Why Use This Approach?

Although public schools were designed to provide a free and appropriate education for everyone, students identified with disabilities have not always received the same type of education as their peers without disabilities. A continuum of placements was designed to provide a full range of services for individuals with disabilities, from the most restrictive to the least restrictive environments. At one time, common practice dictated placing individuals with disabilities who required the most intense services in the most restrictive environment, separate from their same-age peers. Educators now see that this separation results in social isolation, acquisition of inappropriate behaviors, lack of knowledge in general education content areas, and skills learned poorly out of context. Further, students without disabilities did not have the experience of knowing peers with disabilities, leaving them ill-prepared to become friends, neighbors, employers, co-workers, or parents of individuals with disabilities. Therefore, inclusive education has become part of many school reform efforts, impacting not only schools, but also communities.

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Benefits for All

Students with disabilities benefit both academically and socially from inclusive education. Among the benefits are:

- Access to the rich core curriculum
- Opportunities to participate in the life of the school community
- Increase in communication and social interaction opportunities
- Access to age-appropriate models of behaviors and skills
- Opportunities to build a network of friends
- More appropriate educational goals and objectives leading to better quality of life

Of equal importance are the "value added benefits" for other students. Inclusive education has done more than provide students with disabilities a more equitable education. Additional values can benefit everyone in the educational setting. Students without disabilities often experience the following benefits from interacting with peers who have disabilities:

- Growth in social understanding and acceptance of human differences
- Improvement in self-concept
- Development of personal principles
- Nurturing of warm and caring friendships

Inclusive education has also changed the manner in which many teachers approach both curriculum and instruction. Teachers are more likely to vary their methods to provide students with options for demonstrating what they have learned. Curriculum, instruction, and assessment are flexible, meaningful, and challenging so that all students have the opportunity to succeed.

A Change in Roles

As more students with disabilities are included in general education classes, questions about meeting their needs have become a concern for all faculty, staff, and related services professionals. Roles have changed for both special and general educators as they begin to collaborate in new ways that maximize the skills and expertise that each bring to the classroom. In an inclusive setting, the special education teacher is no longer providing group instruction to students in separate classrooms. Now, he or she coordinates services for individual students and works more closely with the general education teachers on the decisions of how to best meet students' needs in the general education environment. Team teaching has been implemented by some schools, while others have viewed the general educator as the "content expert" whose skills can be complemented by the special educator as "methods expert." The most effective way to support students is to build on everyone's strengths -- students and teachers alike.

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WISE PRACTICES IN CURRICULUM AND INSTRUCTION

In this section, we describe a number of instructional strategies that address the needs of all students. Many approaches intended to individualize instruction for students with special needs are useful for all students, particularly those who speak English as a second language or who have other learning difficulties. "Differentiating" instruction, or implementing methods that build on specific skills and talents of students, implies that teachers need to offer a variety of educational formats so that students can discover how they learn best. Some schools are adopting school-wide accommodations in order to identify the modifications or adaptations that should be generically available for all students. These might include allowing extra time for test-taking, administering oral versions of exams, and providing materials in a range of formats for better accessibility.

The following questions are the ones that we hear most often when teachers are beginning to incorporate new ways of thinking and acting in their classrooms. Our responses are based on our experiences from spending time in a wide range of classrooms. While answering these questions, we often think of students like Gregorio, a freshman who has significant disabilities, and Tayesha, a senior without a disability. Keeping student relationships and perspectives in mind to ground our work, we offer some ideas for wise practices.

1) Where does grouping end and tracking begin? What are the parameters for grouping students? How can I address common needs of students most effectively?

As the use of cooperative learning groups increases in high school classrooms, cautions about grouping must be stated. First, we think that students should be grouped and regrouped for different activities and for different purposes. Fixed groups, especially based on ability, run counter to all the wise practices that our best teachers are implementing. Many instructional strategies are available to today's teachers that can enable the learning of academic skills in heterogeneous groups. A number of these strategies will be further described in this book. Think about someone like Gregorio. Can you imagine his confusion when he participates in lessons designed to increase community and appreciation of diversity, but then never gets to interact with some of his peers who are always in another group? This is not to say that a teacher might never group students who are struggling to understand a particular concept. When organizing academic units, teachers sometimes bring specific students together to provide explicit instruction based on their needs. The important point here is that this group is not permanent and that students are grouped in such combinations that everyone has a chance to demonstrate their best skills in a particular setting. Second, we encourage the use of cooperative groups. We know from experience that this dynamic is very powerful! But students don't know instinctively how to cooperate in groups. They need to practice cooperative learning and see it modeled, not just hear about it. And imagine both Gregorio's and Tayesha's concern when they never see examples of their teachers cooperating as partners, or worse, watch their teachers behave in ways that indicate they are not as accepting of differences as they might otherwise admit. Actions speak louder than words!

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2) **What's the difference between "accommodations" and "modifications" when trying to meet specific needs of students?**

Both accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, and assessment practices in order for students to be successful learners. While different interpretations may be found, we are using these terms with the following meanings. **Accommodations** are changes in how a student accesses information and demonstrates learning. Accommodations **do not** substantially change the instructional level, the content, or the performance criteria. **Modifications** are significant changes in what a student is expected to learn and demonstrate when participating in the general education curriculum. Modifications **do** change the instructional level, the content, and the performance criteria. (See page 20 for further discussion.)

3) **How do I check my classroom to ensure that I'm offering an enriching, safe, and motivating environment for all my students?**

The most effective teachers we know encourage students to read and investigate new ideas all the time. Books that address sensitive issues such as non-traditional gender roles and cultural uniqueness as well as resources in a variety of languages and accessible formats should be available so that students know that it's acceptable to discuss these topics. Displaying these kinds of resources helps to create a safe environment and comfort level where students feel free to ask tough questions.

One of the strategies that we use to encourage conversations that foster this type of environment is "read, write, pair, share." Particularly when introducing reading assignments, teachers find this four-step approach helpful:

1. Read: Students either read silently, or read along as the teacher reads aloud.
2. Write: Students quickly write their impressions or reactions to the text, or answer a specific question.
3. Pair: Students turn to a partner and talk about what they've written.
4. Share: Large group sharing, which is much less intimidating after having just shared with a partner.

In order for all students to participate in this activity, the teacher should provide appropriate accommodations or modifications for students who need them, and may need to model creative interaction strategies for eliciting discussion from students who are shy, who have difficulty speaking the language, or who are unable to express themselves verbally.

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A strategy that we often use to assess student understanding while maintaining a motivating environment is "concept maps." This encourages all students to participate. Typically, students form groups of three to five and are given a concept that they must represent with pictures. They start out with the concept in the middle of the page and draw lines to related concepts that are illustrated by other pictures. Students who express themselves better through pictures can shine during these activities, while students who write expressively may complete additional descriptive passages. Students who are limited in their English skills are also able to participate as their contribution isn't completely dependent on their writing ability. Students who have physical or cognitive limitations may participate by finding pictures in magazines that demonstrate their understanding of the concept, or by adding a dimension of sound by recording and then playing appropriate music or sound effects when presenting the map to the class. Having students construct these maps may be done as an introduction to a new lesson to assess students' prior knowledge, or may be done at the end of a lesson to ensure that everyone understood the main points of the lesson.

4) How do students really apply what they learn?

We believe that experiential lessons are very important for real learning. Sure, we could lecture to Gregorio, Tayesha, and their classmates about the importance of getting along and treating everyone with respect, but how much of that information would they really remember and apply at the appropriate times? The activities and discussion questions in this book provide "real-life" opportunities for students to apply what they learn in the classroom to situations that come up on campus, after school, and at home. Students need to learn the vocabulary of tolerance, acceptance, and understanding. They should be provided with skills to reflect on their own values and learn to distinguish their beliefs from those of their families and friends. High school students often struggle with identity issues, particularly in establishing the confidence to challenge the status quo. They require an atmosphere where they can be assured of not being judged for their thoughts, while developing the understanding that they will be judged for their actions.

A word might also be included about homework. We believe that homework should look different than schoolwork. Assignments to be completed at home should involve interacting with family, friends, neighbors, or professionals in the student's life, and should incorporate unique cultures, traditions, languages, and lifestyles.

While far from comprehensive, this section has highlighted some examples of sound teaching practices that we see wise teachers using. As with the rest of the book, we hope that these ideas will open conversations on how your school supports the education of all students. Everyone in a school is responsible for quality education. Teachers should not have to feel alone or start over every time they discover new challenges in reaching the students in their classroom. The school administration, as well as the school district, has a role to play in encouraging and supporting teachers to implement wise practices for all.

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WHERE TO BEGIN

This book is about the questions to ask and decisions to make regarding what and how to teach students with disabilities in an inclusive setting. It explores how teachers can vary the ways that they reach students, and in turn, help students respond more effectively to instruction. All students should have access to the core curriculum and to attaining standards. This book is not about "watering down" curriculum so that more students can achieve standards, but rather, it is about identifying and strengthening student abilities through individual approaches to learning.

So, how can schools include students with disabilities while at the same time increase academic standards for all? In the following section, Cheryl Jorgensen, an Associate Professor at the University of New Hampshire, offers educators eight elements which increase all students' access to the core curriculum, based on fundamental beliefs about students and learning.

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ESSENTIAL FEATURES IN CREATING INCLUSIVE CURRICULUM

Contributed by Cheryl Jorgensen, PhD.
University of New Hampshire, Institute on Disability

Beliefs About Students and Learning

In order to develop meaningful curriculum, effective instruction, and appropriate assessment, a foundation of core beliefs must be identified. While it's not always easy or comfortable, it's important for teachers to spend time reflecting on their own values, and understanding how those values impact their students. Bringing teachers together to share their values and belief systems is risky, but necessary for creating a common vision for how the school implements any restructuring efforts. The following beliefs seem to be critical to the success of all students:

- All students can think and learn.
- All students have value and unique gifts to offer their school.
- Diversity within a school community should be embraced and celebrated.
- All students differ in the ways they most effectively learn and express their understandings.
- All students learn best when they are actively and collaboratively building knowledge with their classmates and their teacher.
- All students learn best when studying interesting and challenging topics that they find personally meaningful.
- Effective teaching for students with disabilities is substantively the same as effective teaching for all students.

Eight Elements of Curriculum and Instruction

Teachers' success in developing effective, inclusive learning experiences for all students emanates from their beliefs and philosophy about teaching and learning, from the curriculum content guidelines adopted by their state and school district, and from their utilization of a particular set of unit and lesson design principles.

Determining what and how to teach all students - the content of "the curriculum" - requires that we examine more than just the body of knowledge that currently exists in particular academic disciplines. All students, including those with disabilities, need to learn three "types" of skills:

1) dispositions and habits of mind (such as inquisitiveness, diligence, collaboration, work habits, tolerance, and critical thinking);
2) content area knowledge (in science, social studies, language arts, computers, the arts, etc.);
3) basic academic skills such as reading, writing, and mathematics.

Educators concerned primarily with educating students with disabilities might wish that all schools would develop their curriculum - the content of what they teach - to address all three of these skill areas. If they did, it would be possible for any school to address any student's priority learning goals. No school would be "too academic," "too vocational," or "too devoted to the basics" for students with disabilities. And this could be accomplished by setting high standards for all.

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Considering the variability in curriculum and instruction from district to district and school to school, we recommend that all teachers use some common curricular elements to design teaching/learning experiences that transcend philosophical differences and that result in a learning environment that challenges and supports all students. Eight curricular elements have been identified. A brief definition of each follows.

Element #1: A Central Unit Issue, Problem, or Question

Structuring a unit of study around an issue, problem, or essential question creates a framework for the learning experience and provides direction and coherence. In a standards-based curriculum, these "central unit" issues are generated by teachers with the standards firmly in mind. In a Civil War lesson, for example, the unit issue might be "Can you be free, if you are not treated equally?" In this unit, students can demonstrate their mastery of several content standards, depending on the particular activities and products the teacher has planned. Students can illustrate that they understand the concepts of continuity and change in the history of the United States, as well as principles and processes of government systems. They also should be able to comprehend and assess the content and artistic aspects of oral and visual presentations.

When all students in a classroom are focused on addressing a common question, differences in learning style and ability are less important than the commonality of all students constructing meaning in the content area, albeit in a personalized way. Well-crafted "essential questions" or problems offer challenge and accessibility to all students.

Element #2: Unit "Grabber"

Beginning each major unit of study with a highly motivating "grabber" or kick-off activity can help engage all students. Inclusive classrooms are comprised of a variety of students, including those who already know a good deal of the subject matter and can express their knowledge well; students who know a lot but have a difficult time showing it; students who have no prior experience with or knowledge about the topic at hand; and students who are more interested in alternative rock music than in cell structure. A first-day activity that proposes a provocative question to students (e.g., "If we can clone sheep, should we?") or asks them to state an opinion about a dilemma that has personal meaning in their lives (e.g., "What is worth fighting for?") is another element of effective, inclusive curriculum design.

Element #3: Learning Experiences that Link

All students need to have explicit connections made among individual daily learning experiences. Teachers must assure that daily activities logically build students' knowledge throughout the unit to enable them to use the body of newly acquired knowledge to answer the overarching unit question. For example, three activities that might accomplish this goal are: (1) identifying various viewpoints or positions regarding the unit's central issue or problem; (2) identifying key concepts, events, or persons related to the issue under consideration; and (3) identifying and answering questions that need to be considered to intelligently address the problem or issue.

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Element #4: Richly Detailed Source Material

The use of richly detailed source material that represents a variety of student learning styles and intelligences assures that each student in the class has access to the knowledge base in the topic being studied. Too often teachers put students with reading difficulties at a distinct disadvantage from the start by failing to augment print-based information sources. "Accommodations" such as books on tape, commercially available summaries of literary works, or being read to by another student or teacher are only the beginnings. For example, most students better understand a lecture on DNA if the teacher includes an activity that has the students take apart and put together a three-dimensional model of the complex double-helix molecule. At one school, the science teacher had students build their own construction paper model of the DNA molecule after reading about DNA, watching a NOVA special on heredity, and putting together a plastic model.

Element #5: Varied Learning Formats

When teachers use a variety of teaching formats, such as cooperative groups, whole class instruction, student pairs, Socratic dialogue, labs, and teacher-student conferencing, the probability increases that each student's learning style will be addressed. Varying the instructional format lessens boredom and predictability and gives teachers more opportunities to get "up close and personal" with each student to assess progress. In addition, teachers are better able to analyze the difficulties various students are having with the materials, to correct mistakes and misunderstandings, and ultimately to adjust future teaching and learning experiences based on that feedback.

Element #6: Multiple Assessments

To ensure powerful student learning, teachers need to monitor and assess students' progress throughout the unit, not just at the end. The greater diversity found in the inclusive classroom makes the need for periodic assessment all the more critical. For this reason, multiple assessments are important elements of inclusive unit design.

Element #7: Varied Modes of Expression

Intelligence is comprised of many different kinds of abilities and talents. While teachers traditionally tend to emphasize verbal-linguistic and logical-mathematical intelligences to the exclusion of most other talents, teachers in inclusive classrooms need to design instructional and assessment activities that "tap into" the variety of intelligences. For example, in a unit on inventions that utilizes all of the students' intelligences, musically inclined students study the science behind the invention of electronic music; "spatially smart" students build or draw a new invention; and students with strong linguistic and interpersonal intelligence form a discussion group to write a "policy brief" supporting or challenging government funding for cloning experiments.

Element #8: Culminating Projects

Culminating projects provide students with opportunities to demonstrate their understanding of the unit's central issue or problem through a public presentation. When teachers provide choices for how students can present their final exhibition, including options for written papers, demonstrations, oral presentations, and building models, each student has the opportunity to use his or her favored learning style.

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This section explained the foundations that should be in place so that students with disabilities can access the general core curriculum and reach standards. The rest of this book presents tools that teachers can use when differentiating instruction for diverse learners.

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TOOLS FOR TAILORING INDIVIDUAL SUPPORTS

Designing an academic unit that is rigorous and includes differentiated instructional practices that enable students with varied learning strengths and needs to be successful is a challenge. A number of approaches exist, however, to facilitate this process.

Assignments and lesson plans are initially developed by the teacher around the core curriculum. If general education teachers conduct their classes with multi-level instruction such as Jorgensen suggests, then adapting lesson plans may not be necessary. This type of instruction is ideal for students with disabilities because it allows all students to participate at their individual ability levels. With a wide-range of projects available, no student feels singled out.

However, depending on the teacher, the student, and the lesson, assignments may need to be modified for specific students. The theme of the lesson should remain the same, but the way the information is delivered and how the student is assessed may be different. This doesn't mean that students with disabilities should receive an "alternative" assignment; rather it means that they are given the same assignments, only modified, so they will be able to fully participate with the rest of the class and successfully learn the core curriculum.

In planning an academic unit, teachers can organize their curriculum and instruction through the aid of the Academic Unit Lesson Plan (see pages 30-33). General education teachers identify the major objectives, materials needed, instructional arrangements, projects and activities, and assessment strategies as they design each unit. The completed form is then given to the advocate (or special education) teacher who in turn reviews each area, and based on information from the Student Profile (see page 24), determines the modifications or supports needed, and orchestrates the process for seeing that the adaptations are made in a coherent way. This kind of proactive planning streamlines the modification process and also ensures that resources are used most effectively.

Before educators can determine how to tailor instruction for an individual student, it is essential that appropriate support for the student is in place. Special education teachers need to balance the support needs of students while still creating a challenging learning environment. There are three basic dimensions to consider when designing supports for students with disabilities in general education classes. (Refer to Figure 1.) They are 1) personal supports, 2) accommodations/curriculum modifications, and 3) instructional and assistive technology. We think about these needs as a triangle of support. In addition, there are two planning documents that can assist in identifying these supports. They are 1) the Infused Skills Grid and 2) the Student Profile.

Figure 1: Triangle of Support

SUPPORT STRATEGIES

Based on individual student needs and the demands or structure of the activity, students frequently require different levels of assistance during the day. There are a variety of options for creating and locating these supports.

- **Personal Supports**

Personal supports refer to individual assistance from other people. Many options should be considered in determining who will provide this support and how much support will be required based on the student, activity, and personnel involved.

Full-time Staff Support - The support staff person remains in the classroom to support the student. Support staff may assist the student with materials or supplies needed to complete class assignments and group work. The staff provides a role model for cooperation, collaboration, acceptance, and respect. This person also facilitates relationships between students which over time will allow for less direct support and increased intermittent or part-time support. For example, a paraprofessional may attend 9th grade math with a student due to this particular student's behavioral and health needs, but may also assist others in the class in completing their work.

Part-time Support - The support staff provides assistance to a student at a pre-determined time, or on a rotating basis. The staff person maintains an awareness of curriculum and assignments to encourage student productivity, completion of assignments, tutorial, or organizational support. For example, a paraprofessional may join the biology class each time a lab is scheduled.

Intermittent Support - The support staff provides assistance in the classroom on a daily or every other day basis, as needed, to trouble shoot immediate challenges and/or to assist with surprise assignments or projects. Using this method does not require advance scheduling and is responsive to the individual needs of students and teachers.

Peer Tutor or Teacher's Assistant - While not replacing the need for friends, peer tutors and teachers' assistants provide support in a variety of ways. They may assist students in getting to and from class, carrying or remembering materials, taking notes, assisting others with completing assignments, facilitating communication, serving as role models for social interactions, as well as recording grades and attendance, photocopying materials, and filing student work in portfolios for the teacher. Peer tutors often receive elective credits for supporting students with disabilities while teachers' assistants receive elective credit for assisting a teacher with the entire class.

Natural Support - This type of support is provided by students who are enrolled in the class. Students often volunteer to "help each other out" by taking notes, recording homework assignments, working in pairs or triads on class activities, or reminding someone about expected classroom behavior.

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Supplemental Supports - This type of support is provided by speech and language specialists, orientation/mobility specialists, and physical/occupational therapists, and counselors. They provide services to the student within the context of the general education classroom as well as consult with teachers throughout the school day.

> **Keep in mind when determining support that the same support is not necessarily used in all situations for an individual student. A student who needs full-time support from a paraprofessional for math class may use natural supports from peers for English and no additional support for art. And, student supports should not be determined by disability label. Instead, supports should be used when the instructional or social activity warrants the need for assistance.**

- Curriculum Accommodations and Modifications

An accommodation is a change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

Accommodations do not change the instructional level, content, or performance criteria for meeting the standards. Examples of accommodations include enlarging the print, providing oral versions of tests, and using calculators.

A modification is a change in what a student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.

If the decision is made to modify the curriculum, it is done in a variety of ways, for a variety of reasons, with a variety of outcomes. Again, modifications vary according to the situation. Listed below are four modification techniques:

> **Same - Only Less** - the assignment remains the same except the number of items is reduced. The items selected should be representative areas of the curriculum. For example, a history test consists of multiple choice questions each with five possible answers. This test is modified for a specific student and the number of possible answers is reduced to two.

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Streamlining the Curriculum - the assignment is reduced in size, breadth, or focus to emphasize the key points. For example, in an English class, the students are required to produce a final essay on the theme "Man and Machine." This assignment is modified for a specific student to involve a paper on the main points of the unit, one example from a book about the theme, and a list of books that address the theme.

Same Activity with Infused Objective - the assignment remains the same but additional components such as IEP objectives or skills identified on the Infused Skills Grid are incorporated (see page 28). This is often done in conjunction with other adaptations and/or modifications to ensure that all IEP objectives are addressed. For example, a specific student has an IEP objective to answer "yes/no" questions using his eyes to locate the words on a lap tray. In his World History class, the teacher and other students in the class remember to phrase questions in a yes/no format so that this student can practice this skill in a natural setting.

Curriculum Overlapping - the assignment for one class may be completed in another class. Students may experience difficulty grasping the connections between the different classes. In addition, some students work slowly and need additional time to complete assignments. This strategy is especially helpful for both of these situations. For example, in a word processing class, students can type assignments for other classes and submit them to the word processing teacher for the typing grade and to the English teacher for the essay grade.

Deciding which technique to use depends on the type of assignment and the student. One assignment may only need to be reduced in size in order for the student to be successful, while another may incorporate infused objectives. All four techniques, as well as appropriate personal supports, should be considered for each situation.

Keep in mind that curriculum does not always need to be modified – even when considering students with more significant disabilities. When general education teachers provide multi-level instruction, adapting a lesson may not be necessary. Differentiating instruction allows the students a variety of ways to demonstrate knowledge while continuing to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations.

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• Instructional and Assistive Technology

In recent years, technological advances have increased the access to information for all students. The use of **instructional technology**, (e.g., computers, CD-ROMS, multimedia equipment), has improved the way that students can both access resources and demonstrate their acquisition of knowledge. The use of **assistive technology** refers to any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. In order to participate in and respond to the general education curriculum, many students will use either or both of these technologies. The following examples highlight how technology supports inclusive education.

Computer Access - A variety of adaptations, in the form of both hardware and software, have increased accessibility to computers for students with disabilities. Students often use larger print options, voice output, and additional software such as word prediction programs. Physical access to computer keyboards may be through a head pointer, a sip-and-puff switch, or specially-designed wrist rests. Many features are beginning to be included as standard features, allowing for "universal access." Voice-activated computer programs are one example of a specialized accommodation that is now being used by the general population.

Low Tech Adaptations - Low-tech adaptations, or those that are more mechanical in nature, may be commercialized or customized. They can be as simple as using velcro, cardboard, and duct tape to design a stand, an extension, or a reacher for school supplies, or may be individually adapted, such as modifying a bicycle bag that can be attached to a walker. Other examples include: laptrays that are designed or adapted to place books and papers at adjustable angles for easier access, writing utensils that have built-up grips for students who have dexterity problems, and simple switches that can operate slide projectors or other media equipment.

High Tech Adaptations - High tech adaptations are either electronically operated or computerized, and may include wheelchairs, lifts, augmentative and/or alternative communication devices, and environmental control systems. Many of these adaptations provide students access to the school environment itself, and are typically requested through the IEP process, and funded through educational, medical, or individual insurance funding systems.

Keep in mind an important consideration in identifying, accessing, and designing assistive technology equipment, devices, and services, is the use of a person-centered planning process. One such model takes into consideration the following characteristics when matching the appropriate technology to individual needs: 1) Milieu (the environmental and psychosocial setting); 2) Personality (the individual's attitude and temperament); and 3) Technology (the characteristics of the assistive technology itself).

Adapted from Scherer, M. (1996). Living in the state of stuck: How technology impacts the lives of people with disabilities (2nd ed.). Cambridge, MA: Brookline Books.

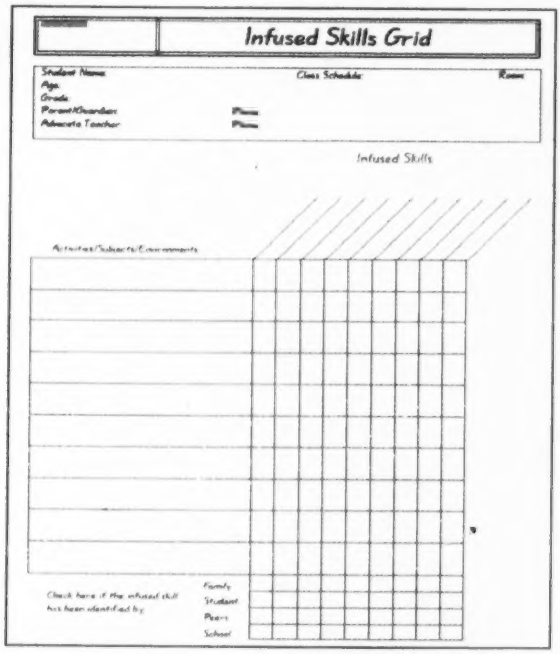
PLANNING DOCUMENTS

- **Infused Skills Grid**

Teachers use this planning matrix (included on page 39) to determine what, when, and where to teach specific skills. This form is a grid that shows how functional skills can naturally be infused into the daily routine of the student as he or she participates in the general education curriculum and school activities. Priority skills that the student needs to work on are listed across the top of the grid. These skills are generated by the IEP team and the family. Along the left-hand column are listed the general education activities of the student's day. A check mark is then placed in each box that indicates a time period in which the skill can naturally be addressed. For example, if the family interview revealed that the student needed to learn how to dress himself, then a check mark would be placed in the activity of P.E. -- since this is a time period when the student will have a natural opportunity to work on this skill.

The point of this grid is to identify times throughout the day when the student can functionally apply the skills that are determined to be important by the IEP team. Since students with disabilities commonly have a difficult time generalizing concepts, it is more likely that they will learn the necessary skills when they are able to practice them in natural settings. In addition, it is important to note that skills can be taught and used several times during the day. For example, answering "yes/no" questions (a skill) can be infused into many activities during the day, such as English class, lunch, PE, and social studies.

In addition, to ensure that all skill needs are addressed during the school day, the Infused Skills Grid provides general education teachers information that is useful to them as they plan instruction. The Infused Skills Grid may help classroom teachers realize that they do not need to change the flow of their general education classrooms to meet IEP objectives for students with disabilities. Instead, many of these specific skills can be addressed within the flow of the regular classroom activities throughout the day.


Infused Skills Grid

Student Name
Age
Grade
Parent/Guardian
Advocate Teacher
Class Schedule
Room
Phone
Phone
Infused Skills
Activities/Subjects/Environments
Check here if the infused skill has been identified by:
Family
Student
Peers
School

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- **Student Profile**

The development of a complete profile of a student serves as another important tool (see page 41). The information in a student profile is collected from interviews with the student, family, previous teachers, peers, and others who know the student well and also from the Infused Skills Grid. General education teachers often find this one of the most useful pieces of information they receive from special education. This profile contains critical information needed to make instructional decisions for students including the following sections:

Specific Objectives for the Student: These are often taken from the IEP or Infused Skills Grid (see page 39) and written in accessible language for teachers. This section of the profile often changes with each class in order to address the specific course requirements. General education teachers should keep the student's targeted IEP goals clearly in mind when modifying or accommodating assignments.

Areas Of Strength and Interest: This is critical information for engaging and tailoring successful learning activities for a student. This is highly useful information when designing projects or class activities. In addition, teachers often use the information in this section to make decisions about cooperative groups and partner activities.

Successful Learning Strategies, Modifications, and Adaptations: This list is useful for describing the student's learning style as well as successful curriculum modifications. This critical information can become a roadmap for teachers to follow in designing individual class assignments as well as group activities.

Communication Strategies: This section describes any type of augmentative or alternative communication supports that have been developed. In addition to specific modes or methods of communication, such as Picture Communication Symbols or sign language, this section can include information about ways to engage the student in conversation and how the student initiates interactions.

Positive Behavior Support Strategies: Behavioral issues sometimes pose challenges. Positive behavioral support techniques are critical for teachers to identify so the student is treated with respect. In effect, this section should provide answers to two questions: "What does the student need to be successful at school?" and "How can supports be provided to the student to prevent challenging behaviors from happening?"

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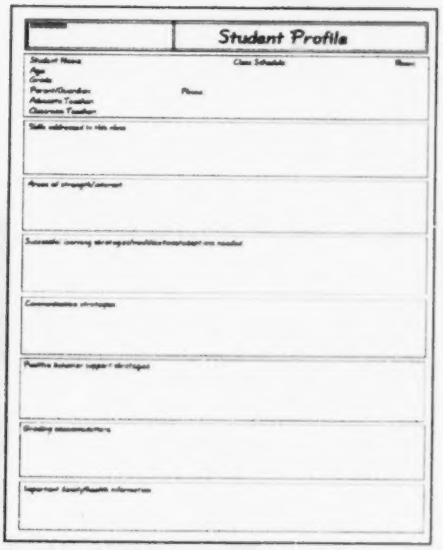
Grading and Assessment Accommodations: To be successful, students may require additional time on tests, large print, oral versions of tests, or preferential seating. These strategies, often agreed upon during an IEP meeting, should be recorded here. In addition, specific grading requirements should be identified. These include collaborative grading (an average of the special and general education teachers' grades), notations to the transcripts regarding accommodations or modifications (if this is done), and competency tests that may be required.

Important Health or Family Information: Health histories or other information from the family that is important for teachers to know can be recorded here. Especially important is information about seizures, allergies, sound or light sensitivity, or positioning for comfort and increased access to the environment.

The student profile is a useful tool to assist teachers in deciding how assignments and activities can be adapted for a particular student and how that student can build upon personal experiences to learn new material.


Student Profile

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REAL STUDENTS, REAL LESSONS

The risk of providing examples using specific students is that people come to think of the accommodation and modification process as a recipe. No recipe can ever exist for a given class or a given student since these processes are designed to tailor the learning activity within the context of each teacher's instructional style and the dynamics of that curricular unit. To reduce the risk of perceiving that there is one set of accommodations or modifications for any given student, we have provided Academic Unit Lesson Plans in four subject areas for one student through the Student Profile and Infused Skills Grid. Following these subject area unit lesson plans are lists of additional modifications and accommodations that could be considered for a wider range of students.

The Academic Unit Lesson Plan is a tool that is developed jointly by the classroom teacher and the special education teacher who design supports for the particular content department or instructional team. By applying the information from the Student Profile, the Infused Skills grid, and the standards and objectives for that teacher's particular unit, the teachers determine any modifications or accommodations that need to be targeted for particular activities in this unit. As you will note, many activities and materials do not require modification for a student. The following figure describes the process:

A Curricular Adaptation and Decision-Making Process (*Figure 2*)

Infused Skills Grid
Identify the student's individual educational goals and objectives to be emphasized during general education activities.

▼

Student Profile
Articulate the student's interests and support needs as well as the expectations for the student's performance in general education classes.

▼

Determine What to Teach
Determine the content of the general education activity, theme, or unit of study.

▼

Determine How to Teach
Determine instructional processes for the unit noting the activities in which the student can actively participate. If the student requires accommodations and/or modifications to be successful, articulate the specifics.

▼

Design Academic Unit Lesson Plan Including Accommodations and/or Modifications

Identify major standards and objectives for the unit.	Gather and create materials for the unit.	Describe instructional arrangements.	Identify projects, supplemental activities, and homework.	Articulate assessment processes and final products.

▼

Evaluate Effectiveness of the Process

Adapted from Udvari-Solner, A. (1995). A process for adapting curriculum in inclusive classrooms. In R. Villa & J. Thousand (Eds.), Creating an inclusive school (pp. 87-109). Alexandria, VA: ASCD.

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In the next section you will meet Kelley, a high school sophomore who receives all of her special education supports and services in general education classes. At the conclusion of her 9th grade year, Kelley's IEP team identified a number of skills that needed to be addressed within her general education classes. You can find these on Kelley's Infused Skills Grid (page 28). Following the IEP meeting, a student profile about Kelley was completed for each of her classroom teachers. A sample for the English teacher follows the Infused Skills Grid (see page 29). During her sophomore year, Kelley took math, English, biology, world geography and 3-D art. Sample academic units for her classes, including the adaptations and modifications required, follow Kelley's Student Profile.

As you will see, Kelley required a significant amount of support to be successful in her classes given her learning challenges. To ensure that Kelley accessed the academic content goals for each of her classes, various curricular accommodations and modifications, personal supports, and several forms of technology were used. To demonstrate that these units could also be accessed by other students with disabilities, the section ends with suggestions for additional accommodations and modifications.

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(Example for student Kelley Glass)

School Name: Central

Infused Skills Grid

Student Name: Kelley Glass
Age: 15
Grade: 10
Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212
Advocate Teacher: Mr. David Porter

Class Schedule:

	Room:
Block 1: Math	22
Block 2: English	147
Block 3: Biology	10
Block 4: World Geography	150
Block 5: 3-D Art	17

Infused Skills

Activities/Subjects/Environments	Arrive on time	Use calculator	Use complete sentences	Improve sight reading	Be responsible for belongings	Cope with environmental changes	Request assistance as needed	Use computers and technology	
Arrival	X			X	X	X			
Math	X	X	X	X	X	X	X	X	
English	X		X	X	X	X	X	X	
Biology	X	X	X	X	X	X	X	X	
Lunch				X	X	X	X		
World Geography	X		X	X	X	X	X	X	
3-D Art	X		X	X	X	X	X	X	
Departure				X	X	X	X		
Check here if the infused skill has been identified by: Family	X	X	X		X	X		X	
Student				X	X		X	X	
Peers			X	X	X	X		X	
School	X	X	X	X	X			X	

(Example for student Kelley Glass)

School Name: Central

Student Profile for English

Student Name: Kelley Glass
Age: 15
Grade: 10
Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212
Advocate Teacher: Mr. David Porter

Class Schedule:	Room:
Block 1: Math	22
Block 2: English	147
Block 3: Biology	10
Block 4: World Geography	150
Block 5: 3-D Art	17

Skills addressed in this class

Arrive to class on time, bring needed materials, return materials to location, ask for help, obtain and operate tape player, answer comprehension questions with complete sentences, operate spell check on computer to check work.

Areas of strength/interest

Kelley is very helpful and has a well developed sense of humor. She loves music (especially country). Kelley likes to be in the middle of social situations!

Successful learning strategies/modifications/adaptions needed

Kelley does best when given single-step directions and demonstrations. She uses a computer and peer assistance to complete her assignments and tests. Kelley does well in group situations and likes to interact with her peers. Kelley sight reads but prefers books-on-tape for novels. She also needs someone to take notes in class.

Communication strategies

Kelley speaks in short phrases and needs reminders to use sentences. She is somewhat difficult to understand and needs reminders to speak slowly. She may try to point or mime to get her point across. She doesn't mind repeating herself to new people.

Positive behavior support strategies

Kelley can become frustrated with environmental changes. She needs to be told in advance of changes in the environment. Kelley uses a daily planner (done in pictures) to assist her in understanding the flow of her school day.

Grading accommodations

Kelley maintains a portfolio of completed work, which is evaluated quarterly and at her IEP meeting. Kelley receives a collaborative grade from English teacher and advocate teacher for this class.

Important family/health information

Kelley has a moderate hearing loss. She needs to drink water regularly due to her history of dehydration and is allergic to bees and many plants.

(Example for student Kelley Glass)

Academic Unit Lesson Plan

School Name:	Class:	Unit:
Central	Math	Data Analysis (chapter 5) & Statistics (ch 11)

Student Name: Kelley Glass
Age: 15
Grade: 10
Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212
Advocate Teacher: Mr. David Porter
Classroom Teacher: Ms. Susan Ross

Class Schedule:	Room:
Block 1: Math	22
Block 2: English	147
Block 3: Biology	10
Block 4: World Geography	150
Block 5: 3-D Art	17

Major standards, objectives and expectations for the unit

1. Students will interpret and draw pictographs, line graphs, circle graphs, and bar graphs.
2. Students will find measures of central tendencies.
3. Students will use frequency tables for graphs and measures of data.

Materials, books, media, worksheets, software, etc.

1. Book: Mathematical Connections: A Bridge to Algebra and Geometry
2. Supplemental worksheets
3. Computer- Claris Works drawing program
4. Primary source: Wall Street Journal

Items requiring adaptations and/or modifications

2. Supplemental worksheets from Key to Algebra book

Instructional arrangements. *Time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain.*

1. "Grabber" as introduction to the unit. All students are asked to stand and arrange themselves in order of their birthdays, without talking (month and day). After they are in order, ask them to begin making predictions about statistics, e.g., how many people have the same birthdays, which months have most birthdays, etc.
2. Large group instruction (20 - 30 minutes) to introduce concepts of data analysis and statistics
3. Cooperative learning group for project work
4. Student pairs for completing worksheets
5. Teacher/ student conferencing to determine progress and needs

Items requiring adaptations and/or modifications

2. Peer tutor to assist with note taking
4. Complete modified worksheets (streamlined to focus on 4 key points of the unit) or worksheet from Key to Algebra book rather than questions from class text

Projects, supplemental activities, and homework

1. Group project: students will survey, create frequency tables, and graph the data for 100 responses to at least four questions agreed upon by small group and teacher
2. Students present results to class including interpretive statements about graphs
3. Homework: worksheets on graphs and tables

Items requiring adaptations and/or modifications

1. Student will distribute survey to 20 peers.
2. Student uses index cards, switches or tape recorders to present information.
3. Student will complete only the table sections of worksheets.

Assessment(s) and final products. *Summarize actual student performance (attach examples as appropriate) on the reverse.*

1. Completion of class work and homework.
2. Chapter quizzes and test.
3. Culminating project: poster and presentation

Items requiring adaptations and/or modifications

2. Modified quizzes and tests to emphasize the key points of unit
3. Use of switch-operated multi-media technology for presentation

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(Example for student Kelley Glass)

Academic Unit Lesson Plan

School Name:	Class:	Unit:
Central	Sophomore English	Of Mice and Men

Student Name: Kelley Glass
Age: 15
Grade: 10
Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212
Advocate Teacher: Mr. David Porter
Classroom Teacher: Mr. Sam Moore

Class Schedule:	Room:
Block 1: Math	22
Block 2: English	147
Block 3: Biology	10
Block 4: World Geography	150
Block 5: 3-D Art	17

Major standards, objectives and expectations for the unit

1. Students will evaluate their beliefs related to prejudice and diversity.
2. Students will learn about the plight of the migrant farm worker.
3. Students will learn about the times during the Depression and the time period in which Steinbeck did his writing.

Materials, books, media, worksheets, software, etc.

1. Copy of the short story "The Circuit" by Francisco Jimenez
2. Copy of the novel Of Mice and Men by John Steinbeck
3. Worksheets for each of the six chapters
4. Video of the book Of Mice and Men
5. Video camera
6. "I Am" Poem to use with "The Circuit"
7. "Open Mind" worksheet (see activity under Projects)
8. Circle of Friends worksheet (see activity under Projects)

Items requiring adaptations and/or modifications

1. Audiotape/tape recorder of the short story "The Circuit"
2. Audiotape/tape recorder of the novel Of Mice and Men
3. Reformat chapter summary worksheets and comprehension questions using outlines, pictures, or yes/no format

Instructional arrangements. *Time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain.*

1. Large group instruction for introduction of the time period, Steinbeck, the Depression and migrant farm workers; use of opening question in Socratic dialogue format: Am I my brother's keeper?
2. Small groups for "I Am" poem for "The Circuit"
3. Student pairs to complete worksheets
4. Large group presentation for trial for George (With every student having a part in the trial)

Items requiring adaptations and/or modifications

1. Peer takes notes in class; student types notes on computer for both

Projects, supplemental activities, and homework

1. Class completes chapter worksheets
2. "I Am" poem on short story "The Circuit" Students complete outline of poem format that includes descriptive phrases, parallel structure within lines, and constructive thinking
3. Simulated trial of George for killing Lennie
4. Homework: rehearse roles in trial, some reading of novel at home
5. Illustration of vocabulary words
6. "Open Mind" activity: students fill in thoughts from the perspective of specified characters
7. Circle of Friends activity: students complete circular diagram to identify their relationships with family and friends; students complete similar diagram for Lennie's character (from Of Mice and Men)

Items requiring adaptations and/or modifications

1. Reformatted worksheets completed on the computer with the peer tutor.
2. Give options for responses for completing poem (3 choices for each line of the poem)
4. Listen to audiotape and/or family members read book.
4. Rehearse part in play with picture cue cards.
6. Word bank to use for completing "Open Mind" activity

Assessment(s) and final products. *Summarize actual student performance (attach examples as appropriate) on the reverse.*

1. Trial presentation/videotaped
2. Objective test
3. Evaluative essay

Items requiring adaptations and/or modifications

2. Test read orally to student by peer tutor. Choices for answers are limited in number.
3. With assistance from peer, complete the essay outline using computer. Create a pictorial collage to represent the themes of each section of the outline.

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(Example for student Kelley Glass)

Academic Unit Lesson Plan

School Name:	Class:	Unit:
Central	Biology	The Cell

Student Name: Kelley Glass
Age: 15
Grade: 10
Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212
Advocate Teacher: Mr. David Porter
Classroom Teacher: Ms. Juanita Fouché

Class Schedule:	Room:
Block 1: Math	22
Block 2: English	147
Block 3: Biology	10
Block 4: World Geography	150
Block 5: 3-D Art	17.

Major standards, objectives and expectations for the unit

1. Students will understand the structure and function of the cell.
2. Students will identify the parts of the cell.
3. Students will identify how cells are organized in multi-cellular organisms.

Materials, books, media, worksheets, software, etc.

1. Book: Modern Biology
2. Educational videotapes related to chapter contents
3. Art supplies for Cell projects
4. Chapter worksheets
5. Primary source: Science magazine article on the cell
6. Local biology professor to discuss current research on cells

Items requiring adaptations and/or modifications

1. Order textbook from publisher on cassette.
4. Modify worksheets to emphasize key points of chapters.
5. Record science magazine article on audio tape.

Instructional arrangements. *Time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:*

1. Large group instruction with overheads to introduce the cell
2. Small groups to complete labs, worksheets, mind map, and chapter review
3. Two cell labs will be completed in partners (onion skin & Jell-O)
4. Individual time to complete illustrated vocabulary

Items requiring adaptations and/or modifications

1. Copy of teacher's overhead transparencies given to student
1. Peer takes notes and highlights key points; student types on to computer for both
2. Use of "Read, Write, Pair, Share" strategy (see description on page 12) as chapter review

Projects, supplemental activities, and homework

1. Homework: Complete vocabulary, bring in Jell-O cell food items
2. "Design a cell" and "Parts of the cell" group projects & presentations
3. Write-up for each completed lab with illustrations

Items requiring adaptations and/or modifications

1. Magazine pictures to illustrate the meaning of vocabulary words
3. Lab write-up sheet completed with peer using computer graphics & illustrations to supplement write-up

Assessment(s) and final products. *Summarize actual student performance (attach examples as appropriate) on the reverse.*

1. Add illustrated vocabulary words to class portfolio
2. Culminating activity: "Design a cell" and "Parts of the cell" projects
3. Chapter test

Items requiring adaptations and/or modifications

3. Chapter test read orally with additional time given, reducing the number of options for multiple choice questions to focus on major concepts, and providing options for short answer questions.

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(Example for student Kelley Glass)

Academic Unit Lesson Plan

School Name	Class	Unit
Central	World Geography	Internal & External Forces That Shape the Earth

Student Name: Kelley Glass
Age: 15
Grade: 10
Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212
Advocate Teacher: Mr. David Porter
Classroom Teacher: Ms. Amanda Robinson

Class Schedule:	Room:
Block 1: Math	22
Block 2: English	147
Block 3: Biology	10
Block 4: World Geography	150
Block 5: 3-D Art	17

Major standards, objectives and expectations for the unit

1. Students will describe the internal and external structure of the earth.
2. Students will explain how forces inside and outside the earth create and change land forms.
3. Students will summarize the main ideas of plate tectonic theory.
4. Students will identify and define the processes that break down the surface of the earth.

Materials, books, media, worksheets, software, etc.

1. Book: World Geography
2. Software/CD, laser discs: 3D Atlas, Volcanoes
3. Video: Earthquakes and Volcanoes
4. Worksheets (on plate tectonics, earthquakes, vocabulary, weather & erosion)

Slides and overheads
Primary source: National Geographic magazine

Items requiring adaptations and/or modifications

1. Book chapters on audiotape
4. Modified worksheets to emphasize key concepts of units

Instructional arrangements. *Time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:*

1. Interactive lessons in centers using various media (computer, laser disc, slides)
2. Whole class reading of Chapter 2; use of Read, Write, Pair, Share strategy
3. Student pairs to complete vocabulary worksheets
4. Cooperative groups to complete topic worksheets (one topic per group)

Items requiring adaptations and/or modifications

1. Predetermined rotation schedule to ease transition from one center to next

Projects, supplemental activities, and homework

1. Crossword puzzle of vocabulary words
2. Creating a visual guide to geography terms: includes term, definition, illustration
3. Culminating activity: multi-media presentation

Items requiring adaptations and/or modifications

1. Word bank and/or first letter can be provided.
2. Limit the number of terms; use pictures and sentence strips.
3. The general education teacher targets the project and assists with topic selection.

Assessment(s) and final products. *Summarize actual student performance (attach examples as appropriate) on the reverse*

1. Slide quiz (identifying slides related to topic areas of unit)
2. Chapter test

Items requiring adaptations and/or modifications

1. Student answers questions about every third slide, to allow time for processing and writing
2. Chapter test read orally with additional time given, reducing the number of options for multiple choice questions, and providing options for short answer questions.

34

More Accommodations & Modifications for Diverse Student Needs

Materials, Books, Media, Worksheets, Software, etc.

- Provide a calculator.
- Supply graph paper to assist in organizing and lining up math problems.
- Tape lectures.
- Allow film or video as supplements or in place of text.
- Provide practice opportunities using games, computers, language master, oral drills, and board work. Offer a personal dry erase board.
- Allow student to record thoughts and write while listening to audiotape or watching video.
- Provide visual aids to stimulate ideas or adapted study guides with picture cues.
- Allow use of a computer for writing.
- Provide student with ink stamps for numbers, letters, date, and signature.
- Tape the assignment to the desk or provide clipboard which can be clamped to desk or wheelchair tray to secure papers.
- Use print enlarger or light box to illuminate text.
- Use tactile materials.
- Find accompanying enrichment materials on the student's reading level.
- Use adapted computer hardware or software.

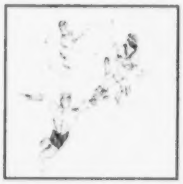
Projects, Supplemental Activities, and Homework

- Assign smaller quantities of work.
- Relate problems to real-life situations.
- Highlight problems to be completed.
- Read problems and equations aloud.
- Allow more time for completion.
- Provide study questions prior to an assignment.
- Encourage oral contributions.
- Assign concept maps.
- Provide sample sentences for the student to use as models.
- Dictate report to a partner who writes it out or type it on a computer.
- Assign homework partners.
- Assign group projects to illustrate a story setting, i.e. collages, dioramas.
- Substitute projects for written assignments or reports.
- Use complementary software or adapted computer hardware.
- Organize pictures instead of words into categories.
- Have student survey other students using targeted questions on the topic.

More Accommodations & Modifications for Diverse Student Needs

Instructional Arrangements and In-Class Activities

- Break down new skills in small steps.
- Simplify instruction by demonstrating and guiding learning one step at a time.
- Role play historical events.
- Underline or highlight important words and phrases.
- Group students into pairs, threes, fours, etc., for different assignments and activities.
- Pair students with different and complementary skill levels.
- Pick key words from story to read on each page.
- Turn pages in book while others read.
- Rewrite stories into easy to read books by condensing a chapter to one paragraph.
- Have the student complete sentences supplied by the teacher orally or in writing.
- Supply incomplete sentences for student to fill in appropriate words or phrases.
- Engage students in read, write, pair, share activities using modifications.
- Use hands-on activities.
- Color code important words or phrases.



Assessment and Final Products

- Underline or highlight test directions.
- Read word problems aloud to the student.
- Re-word problems using simpler language.
- Underline key words.
- Space the problems farther apart on the page.
- Reduce the number of questions by selecting representative items.
- Permit oral responses.
- Put choices for answers on index cards.
- Use the sentence or paragraph as a unit of composition rather than an essay.
- Allow oral responses to tests using a tape recorder.
- Use photographs in oral presentations to the class.
- Re-word test questions in easier terms.
- Use true/false, matching, or multiple choice tests.
- Assign final group projects with each student responsible for specific roles.
- Encourage use of other media for final products, e.g., video, audio, photos, drawings, performances, etc.

CONCLUDING THOUGHTS

Continuity: Sharing What You've Learned

How do teachers, families, and other school personnel work together to establish and maintain continuity for students who face a variety of changes every year: from one grade level to the next, from one school to another, and from one support team to another? With every transition, a new composition of teachers, paraprofessionals, related service providers (e.g., OT/PT, speech/language specialist, nurse, etc.), and peers too often start over in learning how to provide the most appropriate supports for a student -- particularly for those with the most significant disabilities. Trial and error takes precious time away from addressing new goals. Although cumulative records accompany students, sometimes the most essential information learned by previous teams does not transfer easily into documents. Challenges that were once overcome are often faced again. If the new team does not know the student, the student flounders, parents become upset, and people on the new team sometimes begin questioning why this student is included in their classroom or in their school. General education teachers frequently report frustrations when they perceive that they are expected to know how to teach or support a student, but feel that they lack experience, information, and/or training. This is more obvious at the secondary level, when students have different teachers for every class, and often have different support staff throughout the day. Without proactive planning and effective communication, students become vulnerable. The intentional transfer of knowledge, information, and support is critical to prevent reactive situations from occurring.

Portfolio: Keeping Track of What You've Learned

Collecting the information outlined in this book, especially in the "tools" section is one way to ensure that continuity is addressed. We suggest that each student maintain a portfolio for school success. Entries in this portfolio could include:

1. Descriptions of the student that are positive, including a student profile describing the students' strengths, interests, favorite activities, IEP goals or learning priorities for the year, as well as other unique information that classroom teachers need to know, such as successful communication strategies.

2. Behavior supports that work, a description of situations to avoid or ways to structure situations to eliminate behavior challenges for the student. Methods that the student uses to make his or her wants and needs known are important considerations as well.

3. Ways to involve the student in different classroom activities across subject areas (e.g., math, English, science) and instructional strategies (e.g., small group work, lectures, individual work) and descriptions of how projects and assignments are modified or adapted so that the student can be successful (including the original assignment for reference).

4. Names of friends and other individuals with whom the student has a relationship to schedule classes with for the next year. A list of tasks that paraprofessionals, peer tutors, and other students in the class complete is also helpful in planning support for future classes. Also, tips on involving the student with his or her peers are important to capture.

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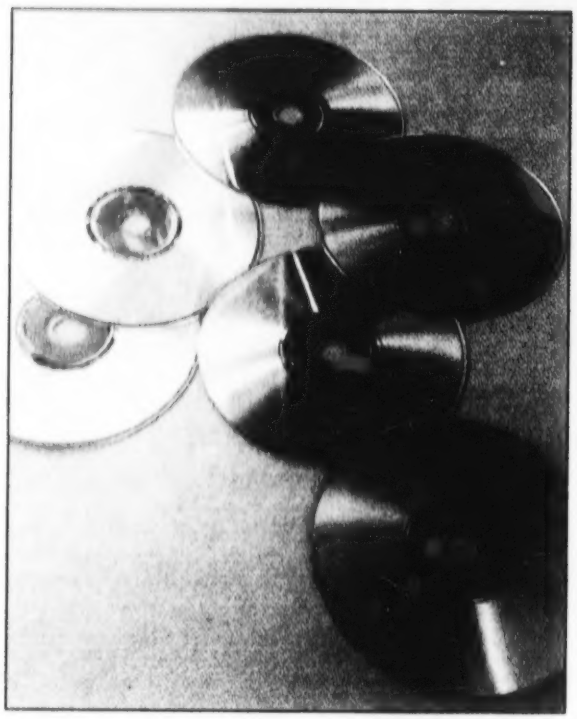
5. Unique environmental arrangements that help support the student, i.e., seating and positioning needs, personal care details, noise level tolerance, and climate comfort levels. This can also include any equipment, communication devices, or other assistive technology that a student uses, and how it's accessed, used, stored, transferred, etc. as well as the names of resource people in this area.

Try not to fall in the trap of forgetting to document when you're successful. Most often when students are doing well in school, no one writes down the things that are happening as the supports become second nature. People assume that the things that they have discovered to work will continue. These are often the critical details that families and IEP teams assume will be in place the next year.

Articulating what does work in a portfolio can be a very important step in ensuring that the student will be successful in the long run. Being deliberate about transition can go a long way to maintain the success of the student, the IEP team, and the school as new practices in ways of educating students are being implemented. Tapping the knowledge, experience and expertise of people who know and support the student well is a great use of a valuable resource.

As we are sure you know, this book is about beginnings, not endings. The processes and tools outlined in this book are to help teachers and families develop individualized supports for students with disabilities in general education classrooms. The strategies you develop will not only assist you, but will likely be a great starting point for support, accommodations, and modifications for years to come.



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APPENDIX

Blank Forms

The blank forms that follow can be used like those sample forms which are filled in for you as a suggestion on pages 28-33.

These may be reproduced as templates and used as blank paper forms.

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School Name

Infused Skills Grid

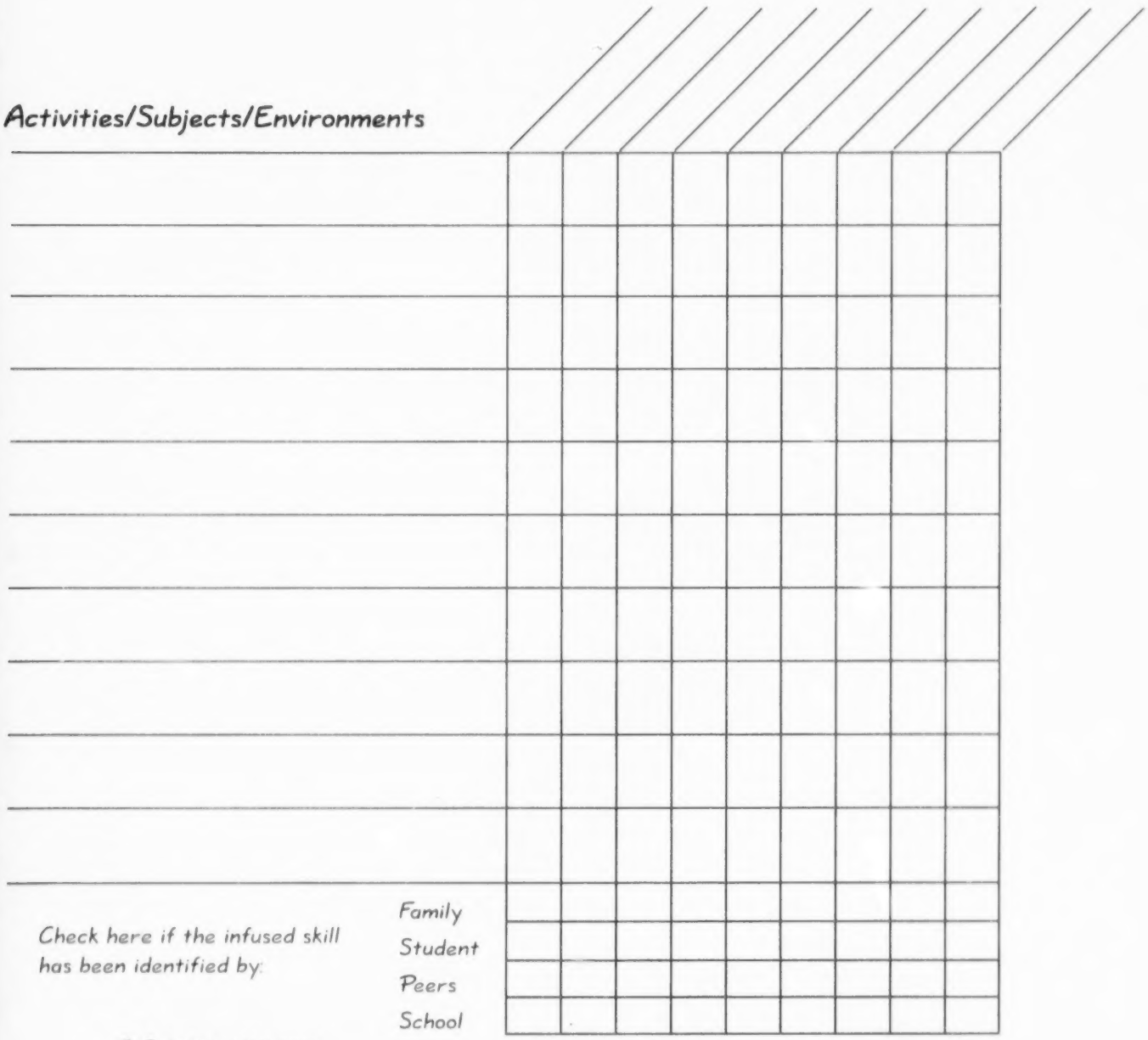
Student Name:
Age:
Grade:
Parent/Guardian:
Advocate Teacher:

Class Schedule:

Phone:
Phone:

Room:

Infused Skills



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School Name	Student Profile

Student Name: Class Schedule: Room:
Age:
Grade:
Parent/Guardian: Phone:
Advocate Teacher:
Classroom Teacher:

Skills addressed in this class

Areas of strength/interest

Successful learning strategies/modifications/adaptions needed

Communication strategies

Positive behavior support strategies

Grading accommodations

Important family/health information

41

Academic Unit Lesson Plan

School Name	Class:	Unit:

Student Name: Class Schedule: Room:
Age:
Grade:
Parent/Guardian: Phone:
Advocate Teacher:
Classroom Teacher:

Major standards, objectives and expectations for the unit	

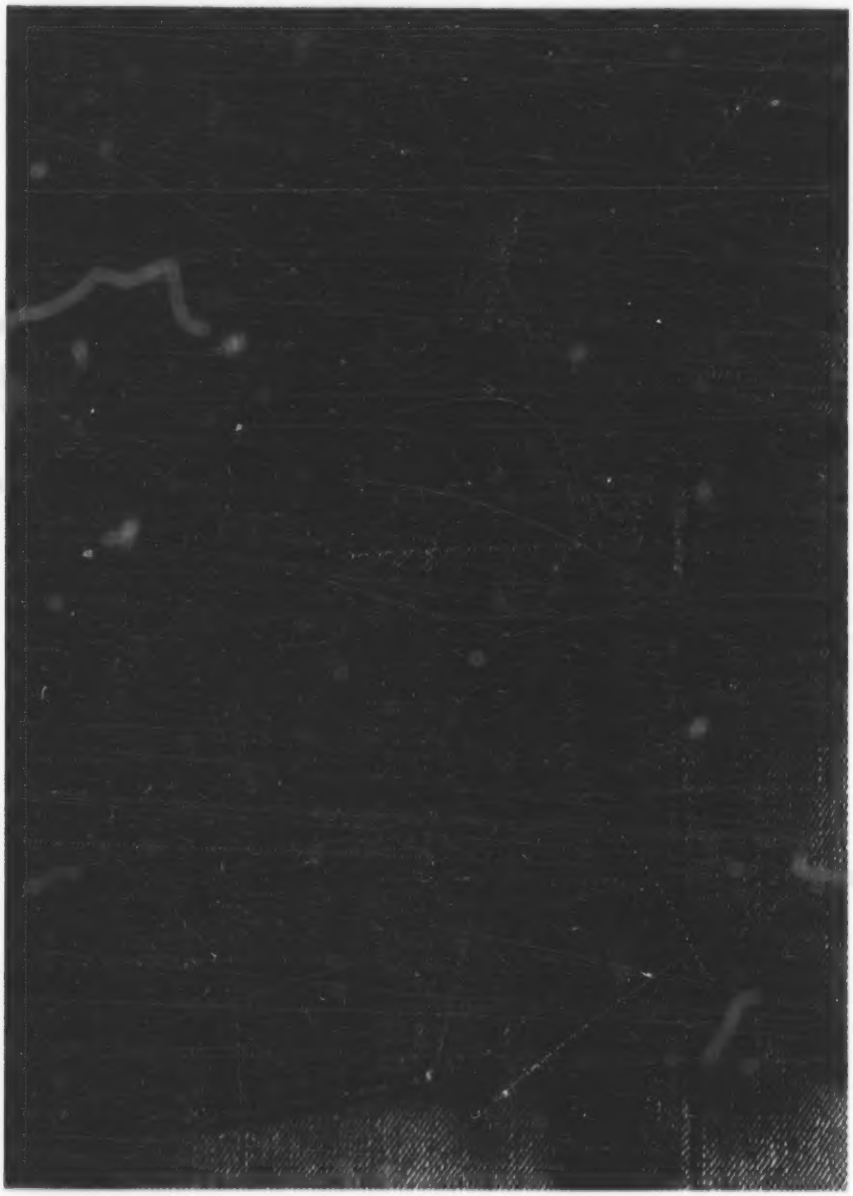
Materials, books, media, worksheets, software, etc.	Items requiring adaptations and/or modifications

Instructional arrangements. Time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain.	Items requiring adaptations and/or modifications

Projects, supplemental activities, and homework	Items requiring adaptations and/or modifications

Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.	Items requiring adaptations and/or modifications

DECIDING WHAT TO TEACH



AND HOW TO TEACH IT

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